

ANALYSIS OF TEACHING PRACTICE IN HIGHER EDUCATION: SELF-ETHNOGRAPHY AND CRITICAL REFLECTION IN THE CONTEXT OF THE WESTERN AMAZON

Abstract

This study presents some reflections on pedagogical action in higher education with a view to the process of socialization and professional development. It is inserted in the idea of des-privatization of the teaching practice, in the sense of breaking the historically constructed model of the private and isolated act of teaching in the classroom (COCHRAN-SMITH, 2012). Thus, the aim of the study was to analyze and reflect on the professional practice of teaching in higher education in the physical education teacher education in a Higher Education College in the Amazon. It is a self-ethnographic study, descriptive, qualitative approach outlined by four steps of critical reflection: describing, informing, confronting and reconstructing (SMYTH, 1992). Based on the results presented, it was possible to consider that practical analysis in teacher education courses is an important pedagogical and reflective strategy searching to the constitution of teacher identity in higher education based on the knowledge of pedagogical action and the practices that ground and sustain educational process. We concluded that this approach presented as an implication the need of paradigmatic changes in educational process, which must be based on action-reflection-action (SCHÖN, 2000) in the different fields of teacher training.

Keywords: *Analysis of Practices in Physical Education. Self-ethnography. Higher Education in the Amazon. Teachers' Knowledge.*